

IMPROVING STUDENTS' LEARNING OUTCOMES IN CITIZENSHIP EDUCATION THROUGH SCRAMBLE MEDIA

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ABSTRACT

This study aims to improve students' learning outcomes in Citizenship Education (PKn) focusing on norms and Pancasila values through Scramble media at SDN 01 Marisa, Pohuwato Regency. This Classroom Action Research (CAR) followed the Kemmis and McTaggart model across two cycles (two meetings per cycle, 2x35 minutes each). The subjects were 24 fourth-grade students. Data were collected using validated multiple-choice tests (10 items) and observation sheets scored by two independent observers. Pre-cycle data showed that 13 out of 24 students (54.17%) failed to meet the Minimum Mastery Criterion (KKM = 75), with a baseline completeness rate of 45.83%. In Cycle I, the overall average score was 56.29 with a cognitive completeness rate of 4.17% (1 student mastered). Following pedagogical adjustments in Cycle II, the overall average increased to 81.96, with cognitive completeness reaching 100% (24 students mastered). The weighted overall score combined cognitive (50%), affective (25%), and psychomotor (25%) domains. The study demonstrates that context-tailored Scramble media successfully enhances student engagement and learning outcomes within the specific classroom context, although findings are limited to this single-class PTK setup without a control group.

Article Information

Keywords:

Media Scramble; Hasil Belajar; Penelitian Tindakan Kelas; Pendidikan Kewarganegaraan; Sekolah Dasar.

ABSTRAK

Penelitian tindakan kelas ini bertujuan untuk meningkatkan hasil belajar peserta didik pada mata pelajaran Pendidikan Kewarganegaraan (PKn) materi norma dan nilai-nilai Pancasila melalui penggunaan media Scramble di kelas IV SDN 01 Marisa Kabupaten Pohuwato. Penelitian ini menerapkan model Kemmis dan McTaggart selama dua siklus (masing-masing dua pertemuan, @2x35 menit). Subjek penelitian adalah 24 peserta didik kelas IV. Data dikumpulkan menggunakan tes pilihan ganda teruji validitas (10 soal) serta lembar observasi afektif dan psikomotorik yang dinilai oleh dua observer. Data prasiklus menunjukkan 13 dari 24 peserta didik (54,17%) belum mencapai Kriteria Ketuntasan Minimal (KKM = 75), dengan ketuntasan awal 45,83%. Pada Siklus I, rata-rata gabungan mencapai 56,29 dengan ketuntasan kognitif 4,17% (1 peserta didik tuntas). Setelah perbaikan tindakan pada Siklus II, rata-rata gabungan meningkat menjadi 81,96 dengan ketuntasan kognitif mencapai 100% (24 peserta didik tuntas). Bobot penggabungan nilai mencakup ranah kognitif (50%), afektif (25%), dan psikomotorik (25%). Penelitian ini membuktikan bahwa penerapan media Scramble yang disesuaikan dengan konteks materi berhasil meningkatkan keterlibatan dan hasil belajar peserta didik dalam ruang lingkup kelas penelitian, dengan keterbatasan desain PTK satu kelas tanpa kelompok kontrol.

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1. Introduction

Citizenship Education (PKn) in elementary schools plays a strategic role in shaping students' character, understanding of norms, and national values [1]. Nevertheless, PKn materials that are abstract in nature—such as the concepts of social norms, rights and obligations, and the application of Pancasila values—are often delivered through conventional lecture methods. This results in low student interest, active engagement, and learning achievement [2].

Although the use of game-based media such as Scramble has been widely studied across various subjects [3], [4], its application to Citizenship Education instruction on norms and Pancasila values at elementary schools in developing regions still requires a deeper practical understanding. The characteristics of norm-related material require students to be able to connect abstract keywords with examples of actual everyday behavior. Gaps in local learning practices at SDN 01 Marisa indicate that students experience difficulties in recalling and correctly arranging normative terms. Therefore, this study does not aim to claim theoretical novelty in media, but rather to make a contextual contribution by improving actual instructional practices through the design of *structured* thematic Scramble media.

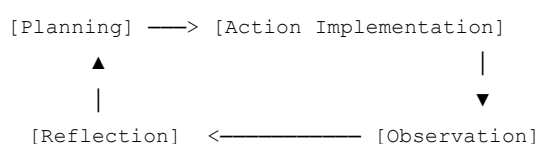
The initial condition (pre-cycle) in Grade IV at SDN 01 Marisa, Pohuwato Regency, showed that of the total 24 students, 13 students (54.17%) scored below the Minimum Mastery Criterion (MMC = 75), with a pre-cycle class average of 62.50. Only 11 students (45.83%) were declared to have achieved mastery. The main problems identified included: (1) students paid insufficient attention when the teacher explained the concept of norms; (2) low student interaction and confidence in answering questions; and (3) students' difficulties in solving conceptual understanding questions.

To address these problems, the Scramble instructional medium was *implemented*. The *Scramble* medium is a word/sentence arrangement game involving scrambled words, modified according to the learning indicators for norms and Pancasila values [5]. Through this medium, students were

invited to discuss, arrange random word pieces into complete concepts of norms, and present them. The implementation of this action was expected to stimulate active learning and improve students' learning outcomes in Grade IV at SDN 01 Marisa.

2. Method

This study employed a Classroom Action Research (CAR) design based on the Kemmis and McTaggart model [6], which consists of four stages in *each* cycle: planning, *action implementation*, *observation*, and *reflection*.



2.1 Time, Subjects, and Implementers

The study was conducted during the second semester of the 2025/2026 academic year in Grade IV at SDN 01 Marisa, Pohuwato Regency. The research subjects consisted of 24 students (11 boys and 13 girls). The instructional action was carried out by the principal researcher (Tirtawati Pua), who served as the classroom teacher, while observations were conducted by two observers (Warni Giasi and Yulisna Ahmad).

2.2 Action Design and Operational Description of the Medium

The study was conducted in two cycles, with each cycle consisting of two meetings (duration of 2 X 35 minutes per meeting).

• Cycle I:

- *Material*: Definition of norms and types of norms in society (religious, moral, etiquette, and legal norms).
- *Action*: Formation of 4 heterogeneous groups (6 students/group). The teacher distributed Scramble word-piece *worksheets* containing scrambled terms related to norms. Each group was asked to arrange the word pieces into accurate sentences defining norms within 15 minutes.

• Cycle II (Action Modification Based on Cycle I Reflection):

- *Material*: Application of Pancasila values in daily life.

○ *Modifications:* Addition of visual instructions on the *Scramble* board, assignment of specific roles within groups (word finder, arranger, spokesperson), increased teacher guidance by circulating among groups, and extension of the game time allocation to 20 minutes.

2.3 Research Instruments and Data Quality

The research data were collected using instruments that had been declared construct- and content-valid through expert judgment by two lecturers specializing in primary education:

1. **Cognitive Test:** A 10-item multiple-choice test (C1-C3) administered at the end of each cycle, with a score scale of 0-100.
2. **Affective Observation Sheet:** Measured 3 indicators (responsibility, cooperation, and enthusiasm) using a 1-4 Likert scale.
3. **Psychomotor Observation Sheet:** Measured 3 indicators (speed in arranging words, accuracy of placement, and activeness in presentations) using a 1-4 Likert scale. Affective and psychomotor assessments were calculated based on the mean scores from two independent observers.

2.4 Data Analysis Techniques and Success Criteria

Individual learning mastery was achieved when students obtained a cognitive test score ≥ 75 . The percentage of class mastery was calculated using the following formula:

$$\text{Classical Mastery (\%)} = \frac{\text{Students Achieving Mastery}}{\text{Total Number of Students}} \times 100 \%$$

To obtain an overview of overall achievement, the combined Final Score (FS) was calculated using the weighted aggregation formula:

$$\text{Final Score (FS)} = (0.50 \times \text{Cognitive}) + (0.25 \times \text{Affective}) + (0.25 \times \text{Psychomotor})$$

The action was considered successful if at least 85% of all students achieved individual cognitive mastery (≥ 75).

3. Results

3.1 Pre-Cycle Data and Evaluation Results by Cycle

Before the action was implemented, the students' initial data

(pre-cycle) showed that, of the 24 students, only 11 achieved the MMC. In Cycle I, implementation of the action increased engagement; however, most students still experienced technical confusion in arranging the words, resulting in low cognitive test scores. In Cycle II, after modifications to the instructions and guidance, all students successfully achieved mastery.

The distribution of individual student learning outcome data from the pre-cycle, Cycle I, and Cycle II is transparently presented in Table 1.

Table 1. Student Learning Outcome Data (Pre-Cycle, Cycle I, and Cycle II)

Student ID	Pre-Cycle Cognitive	Cycle I Cognitive	Cycle I Affective	Cycle I Psychomotor	Final Score Pre-Cycle I	Cognitive Cycle II	Affective Cycle II	Psychomotor Cycle II	Final Score Cycle II
S-1	60	50	45	40	46,25	80	85	85	82,50
S-2	75	60	50	45	53,75	85	85	85	85,00
S-3	50	50	45	40	46,25	80	80	80	80,00
S-4	80	75	60	60	67,50	90	90	90	90,00
S-5	55	50	45	40	46,25	80	80	80	80,00
S-6	70	55	45	45	50,00	85	85	85	85,00
S-7	60	50	45	40	46,25	80	80	80	80,00
S-8	75	60	50	50	55,00	85	85	85	85,00
S-9	50	50	40	40	45,00	80	80	80	80,00
S-10	80	65	55	50	58,75	90	90	90	90,00
S-11	55	50	45	40	46,25	80	85	85	82,50
S-12	75	60	50	45	53,75	85	85	85	85,00
S-13	60	50	45	40	46,25	80	80	80	80,00
S-14	75	60	50	50	55,00	85	85	85	85,00
S-15	50	50	40	40	45,00	80	80	80	80,00
S-16	80	65	55	50	58,75	90	90	90	90,00
S-17	55	50	45	40	46,25	80	85	85	82,50
S-18	75	60	50	45	53,75	85	85	85	85,00
S-19	60	50	45	40	46,25	80	80	80	80,00
S-20	75	60	50	50	55,00	85	85	85	85,00
S-21	50	50	40	40	45,00	80	80	80	80,00
S-22	80	65	55	50	58,75	90	90	90	90,00
S-23	55	50	45	40	46,25	80	85	85	82,50
S-24	75	60	50	45	53,75	85	85	85	85,00

3.2 Statistical Reconciliation and Developments Across Cycles

A summary of the statistical comparison of learning outcomes between Cycle I and Cycle II is presented in Table 2.

Table 2. Summary of Learning Outcome Achievement in the Pre-Cycle, Cycle I, and Cycle II

Parameter	Pre-Cycle	Cycle I	Cycle II
Mean Cognitive Domain Score (C1–C3)	65.42	56.13	83.13
Mean Affective Domain Score (A1–A3)	-	47.67	84.38
Mean Psychomotor Domain Score (P2–P3)	-	44.79	84.38
Mean Final Score (Combined Final Score)	-	56.29	81.96
Minimum / Maximum Cognitive Score	50 / 80	50 / 75	80 / 90
Number of Students Achieving Cognitive Mastery (≥75)	11	1	24
Percentage of Classical Cognitive Mastery	45.83%	4.17%	100.00%

Based on Table 2, in Cycle I, the percentage of cognitive mastery decreased to 4.17% (only S-04 met the KKM), with a cognitive mean score of 56.13 and a mean Final Score (NA) of 56.29. The decline in cognitive performance in Cycle I occurred because of changes in the test-question format, which required an understanding of word-arrangement concepts, while students were not yet accustomed to managing time during group games.

After reflection and improvements to the intervention were conducted in Cycle II, the cognitive mean increased to 83.13, the affective mean to 84.38, and the psychomotor mean to 84.38. The combined weighting resulted in a mean Final Score (NA) of 81.96. All students (24 students) achieved scores above the KKM (≥ 75), resulting in 100% classical learning mastery.

4. Discussion

The research findings indicate an improvement in the Civic Education learning outcomes of fourth-grade students at SDN 01 Marisa after improvements were made to the Scramble media-based *learning* intervention in Cycle II.

In Cycle I, the main identified constraints were students' lack of readiness for the rules of the *Scramble* group game, the dominance of certain students within groups, and inefficient time allocation. This resulted in low mean affective (47.67) and psychomotor (44.79) scores, which directly affected the low mean Final Score (56.29).

The improvements implemented in Cycle II, such as clearly assigning roles to group members, adding visual instructions to the game board, and providing intensive teacher guidance, successfully optimized the learning process. Students became

more active in discussions, focused on arranging normative word pieces, and were more confident when presenting their group work.

Pedagogically, *Scramble media* helps students concretize abstract material on norms through kinesthetic and visual activities [7]. The process of decoding scrambled words and arranging them into complete normative sentences develops structured conceptual understanding. These findings support previous studies on the effectiveness of word-game media in elementary school learning [3], [5], which indicate that students' active involvement in educational games is directly proportional to their improved understanding of the material.

4.1 Research Limitations

This study has several limitations that should be considered when interpreting the findings:

1. **Action Research Design:** This study used a single-class classroom action research design without a comparison control group; therefore, the improvement in learning outcomes cannot be attributed solely to the *Scramble* media. Other supporting factors, such as the test *repetition* effect (testing effect), additional teacher attention, and students' adaptation to the group setting, also contributed to the improvement in scores.
2. **Sample Size:** The research subjects were limited to 24 students at one local elementary school; therefore, the findings cannot be broadly generalized beyond the context of SDN 01 Marisa.
3. **Measurement Period:** This study measured learning outcomes only at the end of each cycle and did not assess *students'* long-term retention of the material on norms.

5. Conclusion

The use of *Scramble learning media* adapted to the characteristics of material on norms and Pancasila values successfully improved the Civic Education learning outcomes of fourth-grade students at SDN 01 Marisa, Pohuwato Regency. The improvement was reflected in the combined mean Final Score (NA), which increased from 56.29 in Cycle I to 81.96 in Cycle II. The percentage of classical cognitive learning mastery

increased from 4.17% (1 student achieving mastery) in Cycle I to 100% (24 students achieving mastery) in Cycle II. This improvement was achieved through enhanced group management, clearer game instructions, and targeted teacher guidance throughout the action cycles.

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